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ABSTRACT

Provided is a handbook on establishing educational programs for the learning disabled adolescent which resulted from a seminar involving secondary level educators. An introductory section provides background information and a summary of the other five sections. Section II on qualifications of secondary learning disability personnel is noted to reflect the personnel qualities (such as knowledge of remedial techniques) expressed by participants in the seminar, comments made by other teachers, and suggestions in the literature. Section III provides information on screening of students suspected of having specific learning disabilities, informal assessment procedures, and a listing of formal tests which commonly have been used in diagnosing learning disabilities in adolescents. Suggested in Section IV are alternative strategies for aiding the student in acquiring the expected content of the high school curriculum. Offered in Section V are guidelines for promoting positive interaction among the professionals that are typically involved in administering, coordinating, and implementing educational programs for the learning disabled high school student. A final section provides a suggested format for an inservice session for secondary teachers. (SBH)

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A HANDBOOK ON SECONDARY PROGRAMS FOR THE LEARNING DISABLED ADOLESCENT: Some Guidelines

E. Eugene Ensminger

Senior Editor

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Atlanta, Georgia
January 1976

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I. INTRODUCTION

The development of this handbook grew out of a need expressed by a group of secondary learning disability teachers for guidelines to follow in establishing educational programs for the learning disabled adolescent. The teachers were enrolled in a seminar on Secondary Programs for the Adolescent with Learning Disabilities offered through Georgia State University during the Fall Quarter 1974. All teachers involved in this seminar were practicing secondary educators with primary responsibility for students diagnosed as having specific learning disabilities.[1]

The initial intent was for each participant to develop a model secondary learning disabilities program with the primary focus being on the educational procedures thought necessary in providing effective instruction for the learning disabled adolescent in the high school setting. As the projects began to evolve it became clear that a more efficient procedure to follow was to identify the more critical elements of a secondary learning disabilities program and assign the development of these to working groups within the seminar.

The seminar members identified five critical elements or topics to

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[1]The definition in Special Education: Regulations and Procedures, Georgia Department of Education, July, 1975, p. 28, is as follows:

> The term learning disability refers to one or more significant deficits in the essential learning process involved in using spoken or written language. These may be manifested in disorders of listening, thinking, reading, writing, spelling or arithmetic. They do not include learning disabilities which are due primarily to visual, hearing or motor handicaps; to mental retardation, emotional disturbance or environmental disadvantages.

be considered in developing a secondary learning disabilities program. The five topics were: Qualifications of secondary learning disability personnel; characteristics and identification of learning disabled youth; adjustments, alternatives and modifications of curriculum for learning disabled youth; interrelationship of learning disability specialists with other school personnel; and inservice education on learning disabilities for secondary teachers. These five topics, after many revisions, make up the contents of this handbook.

The section (Section II) on qualifications of secondary learning disability personnel reflects the personnel qualities expressed by the participants in the seminar, comments made by other teachers and suggestions in the literature. The personality traits suggested are perhaps not perfectly attainable but they do establish a goal for which to shoot. The suggested training experiences provide some initial guidelines for the development of training programs for the secondary learning disabilities specialist.

Section III provides information on screening of students suspected of having specific learning disabilities, informal assessment procedures and a listing of formal tests which commonly have been used in diagnosing learning disabilities in adolescent students. A sample behavior checklist is provided listing several behaviors that, if positive, may indicate the presence of a learning disability. The informal assessment procedures that are suggested in this section have actually been found to give more assistance in educational programming for students with academic problem than formal tests. The formal tests listed are suggestive as types of instruments to be used for additional documentation of a student's learning disability. This listing of tests is not intended as a recommended battery but rather as instruments to be employed along with informal assessment

procedures in identifying the unique learning needs of the student.

Perhaps the most useful material for helping teachers to make adaptations in the educational programs for the learning disabled adolescent can be found in Section IV. This section suggests alternative strategies for aiding the student in acquiring the expected content of the high school curriculum. Suggestions for alternative procedures for evaluating learning also are described. Out of the many suggestions given in this section, it is hoped that both the content area teachers and learning disability specialists may find some curriculum and teaching alternatives for the learning disabled adolescent.

Recognizing that an effective program depends on the interpersonal relationships of many professionals, Section V gives suggestions for promoting positive interaction among the professionals that are typically involved in administering, coordinating and implementing educational programs for learning disabled students in the high school--administrators, counselors, content area teachers, special teachers and other ancillary personnel. These guidelines include the delineation of specific responsibilities as well as activities in which cooperative efforts must occur in order to expect a positive result.

Finally, a section (Section VI) is included on inservice education. This section includes a suggested format for an inservice session for secondary teachers. It is essential that all staff members understand the individual needs of learning disabled adolescents if successful experiences are to be provided such youth. Although the inservice program described herin can be informative to the uninitiated, it must be considered as only a beginning in our efforts to educate secondary teachers about learning disabilities. The learning disabilities specialist must

continue to bring awareness to teachers about ways in which they can adopt educational activities for learning disabled youth.

As programs for adolescents with learning disabilities expand, hopefully these guidelines will prove helpful in generating positive alternatives in the development of successful programs. To paraphrase a statement from the film If A Boy Can't Learn, "If they don't learn the way we teach them, then we should teach them the way they learn."

II. RECOMMENDED QUALIFICATIONS FOR SECONDARY LEARNING DISABILITY PERSONNEL

Formal elements of education and dynamics of personality are equally important in considering personnel for a secondary learning disabilities program. These two factors are important for teachers of all adolescents--for those teaching adolescents with learning disabilities, they are critical. The outline which follows details some of the personality traits, educational training and experiences which have been found to be significant factors in the success ratio of teachers of adolescents with learning disabilities.

A. Personality Traits

1. Easily establish rapport with the adolescent
    a. Available and approachable to students
    b. Patience with and acceptance of all students
    c. Maintenance of high standards of conduct and performance
2. Flexible and adaptable in establishing viable alternatives in a variety of situations
3. Recognize need for continuous self-evaluation as to effectiveness in a variety of roles performed
4. Possess an on-going desire for necessary self-modification in relation to self-evaluation
    a. Initiate necessary changes in relationships with others
    b. Initiate necessary changes in attitudes and standards
5. Communicate and work effectively with teachers, counselors,

administrators and parents

a. Gauge conduct and attitude in relation to personality of others

b. Demand no more than students or staff are able to provide

6. Broad sense of humor

B. Educational Background

1. Basic knowledge of the adolescent

a. Formal educational training (e.g., adolescent psychology)

b. Practical experience gained in working with adolescents (e.g., teaching, coaching, counseling)

2. Familiar with the basic secondary curriculum and content

a. Knowledge of the local system's requirements

b. Knowledge of state requirements in order to provide curriculum alternatives and/or adjustments

3. Recognize learning disabilities in the adolescent

a. Knowledge of the characteristics of the adolescent with learning disabilities

b. Collection and interpretation of basic educational and psychological data (e.g., assessment of exceptional children and youth

4. Knowledge of remedial techniques used in reading, writing, spelling and mathematics (e.g., diagnosis and correction of reading difficulties; methods including techniques to use at the secondary level)

5. Knowledge and application of appropriate behavior management techniques

6. Skill in application of group dynamics for the purpose of

creating a positive environment for learning (e.g., interaction analysis)

7. Counseling skills to assist in personality development and realistic assessment of educational career alternatives (e.g., vocational and career development; counseling and guidance)
8. Knowledge of available services both in and out of the school
   a. In-school services (e.g., other special education teachers; guidance counselors; vocational rehabilitations services; vocational education services; social workers)
   b. Colleges, universities and technical schools offering special programs for the learning disabled
   c. Services provided within the community (e.g., mental health centers; guidance clinics; medical facilities; special schools)
   d. Financial resources available to student and parents (e.g., IRS deductions, scholarships, etc.)

III. CHARACTERISTICS OF LEARNING DISABLED YOUTH

At the junior and high school levels two types of students with learning disabilities are generally encountered--those who have been previously identified and those who have not. For those who have been identified, there is a wealth of information in the cumulative records and it only remains for the teacher to further refine the data through a process of informal evaluation.

For the unidentified, there is a logical sequence of data gathering which should lead to accurate identification of the student suspected of having a learning disability. Cumulative records may reflect previous problems and should be examined for any clues they may provide. Basically, the teacher will be looking for discrepancies and uneven achievement between or within academic subjects. If teacher observation and/or cumulative data support further investigation, the teacher's observations should be recorded on a checklist of behavioral characteristics. The accumulated data should then be forwarded to the team of specialists or other appropriate personnel within the system. Formal test data and additional informal measures may be employed to further assess the disability.

The following information provides a guideline for the screening and diagnosis of learning disabilities. It is not presented as an all inclusive procedure for diagnosis.

A. Screening

The classroom teacher is afforded an excellent opportunity to note slight deviations in the behavior of children which may be the

precursors of greater problems. A checklist can be of help to the teacher in selecting the child who warrants further study. It is imperative that no assumptions be made on the basis of a checklist alone, however, it may serve as the initial screening device.

Sample Checklist of Behavioral Characteristics

This checklist is composed of the following broad classifications: General Behavior, Coordination and Motor Activities, Perception, Auditory Responses, Verbal Communication, General Classroom Performance, and the Content Areas.

CODE: FRE - Frequently observed in the student; OCC - Occasionally observed in the student; NO - Not a problem

I. General Behavior

FRE	OCC	NO		
___	___	___	1.	Becomes frustrated easily
___	___	___	2.	Poor concept of time
___	___	___	3.	Cannot tolerate changes in routine
___	___	___	4.	Forgetful
___	___	___	5.	Lacks emotional control
___	___	___	6.	Appears hostile
___	___	___	7.	Appears disorganized in activities
___	___	___	8.	Distractable
___	___	___	9.	Daydreams
___	___	___	10.	Generally excluded by peers
___	___	___	11.	Impulsive
___	___	___	12.	Anxious
___	___	___	13.	Exhibits moods of unhappiness

FRE OCC NO

___ ___ ___14. Poor social judgment

___ ___ ___15. Continues activity beyond appropriate point

___ ___ ___16. Unable to concentrate on task

___ ___ ___17. Poor self concept

___ ___ ___18. Avoids new tasks

___ ___ ___19. Short "academic" attention span

___ ___ ___20. Resists help

II. Coordination and Motor Activities

___ ___ ___ 1. Hyperactive

___ ___ ___ 2. Fatigues easily

___ ___ ___ 3. Clumsy

III. Perception

___ ___ ___ 1. Unable to focus on one item

___ ___ ___ 2. Disorganized

___ ___ ___ 3. Short attention span

IV. Responses (Listening)

___ ___ ___ 1. Repeats what is told before he acts or responds

___ ___ ___ 2. Asks the same question repeatedly

___ ___ ___ 3. Tends to forget what is heard

___ ___ ___ 4. Requests directions time and time again

V. Communication (Verbal)

___ ___ ___ 1. Omits word endings

___ ___ ___ 2. Unable to vocalize thoughts

___ ___ ___ 3. Makes irrelevant remarks

FRE OCC NO

___ ___ ___ 4. Poor articulation

___ ___ ___ 5. Poor enunciation

___ ___ ___ 6. Speaks in incomplete sentences

VI. General Classroom Performance

___ ___ ___ 1. Discrepancy between oral discussions and written work

___ ___ ___ 2. Inability to follow through sequential steps

___ ___ ___ 3. Appears lazy

___ ___ ___ 4. May feign illness or frequent absenses

___ ___ ___ 5. Difficulty or delay in formulating a response

___ ___ ___ 6. Unequal performance in content areas

VII. Reading

___ ___ ___ 1. Mechanical oral reading without expression

___ ___ ___ 2. Many mistakes on small words; omissions and substitutions

___ ___ ___ 3. Reads fast orally; ignores punctuation and phrasing

___ ___ ___ 4. Lip movements, head movements during silent readings

___ ___ ___ 5. Two or more grade levels behind in reading

___ ___ ___ 6. Cannot spell words he can read

___ ___ ___ 7. Knows isolated sounds, but cannot sound out words

___ ___ ___ 8. Poor blending ability

___ ___ ___ 9. Word reversals (e.g., saw - was)

VIII. Written Expression

___ ___ ___ 1. Cannot organize ideas into sentences

___ ___ ___ 2. Uses little or no punctuation

___ ___ ___ 3. Reverses sequences of letters

FRE OCC NO

___ ___ ___ 4. Cannot copy

___ ___ ___ 5. Writes fast or carelessly

___ ___ ___ 6. Writes slowly, painstakingly

___ ___ ___ 7. Poor spelling

___ ___ ___ 8. Cannot stay on lines or hold to margin

___ ___ ___ 9. Has many erasures

IX. Math

___ ___ ___ 1. Cannot reason abstractly

___ ___ ___ 2. Has severe problems with place value and carrying

___ ___ ___ 3. Poor computation skills

___ ___ ___ 4. Does not know math facts automatically

___ ___ ___ 5. Poor application of arithmetic processes

___ ___ ___ 6. Poor concept of measure; unable to tell time

B. Informal Evaluation Measures

Informal evaluation measures may have as their objectives any one or all of the following:

1. As an on-going evaluation within the regular classroom
2. To refine diagnosis
3. As diagnostic instruments, in the absense of formal tests
4. To confirm formal test results

The most frequently used informal evaluation measures fall into three broad categories: language arts, math, and study skills. Under each category are listed the general method of evaluation used as well as the specific skill measured.

1. Language Arts

   a. Paragraph on a topic of student's choosing to be used to demonstrate interests as well as to evaluate handwriting, capitalization, punctuation, organization of ideas into paragraphs, spelling, sentence sense and construction.

   b. Dictation of sentences which include words requiring student's knowledge and application of common spelling rules (doubling, silent "e" and "y").

   c. Informal reading inventory to establish independent, instructional, and frustration levels, error analysis of oral reading errors to determine position and types of errors, comparison of oral and silent comprehension, analysis of types of comprehension deficits and listening comprehension to provide a measure of potential improvement in reading comprehension.

   d. Several sentences for student to determine the subjects, predicates and other parts of speech.

2. Mathematics

   a. Worksheets with problems involving all basic skills needed to succeed at the high school level should be provided.

   b. Addition, subtraction, multiplication, division, fractions, word problems, etc. should be included.

   c. Evaluate for process used as well as correctness of product.

3. Study Skills

   a. Have student outline from written paragraph.

   b. Have student listen to paragraph and take notes; evaluate importance of notes taken as well as relationship to material presented.

c. Have student locate specific words in dictionary; same procedure used with reference materials such as encyclopedia, library card catalog, etc.

Properly used, informal evaluation measures can provide even more specific information than formal tests and frequently leads to more prompt diagnosis and delivery of services to the student.

C. Formal Test Data

The following list of tests has been used and recommended by secondary learning disabilities teachers as a basis for evaluating the problems of learning disabled students. To determine if an achievement deficit exists, a comparison between the student's potential and present level of achievement should be made. Tests should be selected to further refine observations and informal test data and should not be used as an indiscriminate battery.

TEST TITLE	PUBLISHER
Psychometrics:	
Wechsler Intelligence Scale for Children (WISC) Wechsler Adult Intelligence Scale (WAIS)	Psychological Corporation 304 East 45th Street New York, NY 10017
Slosson Intelligence Test (SIT)	Slosson Educational Publica. 140 Pine Street East Aurora, NY 14052
Detroit Tests of Learning Aptitude	Bobbs-Merrill 4300 W. 62nd Street Indianapolis, IN 46268

General Achievement Tests:

Wide Range Achievement Test (WRAT)	Guidance Associates of Delaware, Inc. 1526 Gilpin Avenue Wilmington, Delaware
Peabody Individual Achievement Test (PIAT)	American Guidance Service, Inc. Publishers Building Circle Pines, Minnesota 55014

Mathematics Achievement and Diagnostic Tests:

SRA Computational Skills Development Kit (diagnostic test)	Science Research Associates, Inc. 259 E. Erie Street Chicago, Illinois 60611
Keymath (Connally, Nachtman & Pritchett)	American Guidance Service
Prescriptive Math Inventory	McGraw-Hill Book Company 330 West 42nd Street New York, NY 10036

Reading, Spelling and Writing - Achievement and Diagnostic Tests:

Durrell Analysis of Reading Difficulty	Harcourt, Brace & World, Inc. 757 Third Avenue New York, NY 10017
Botel Reading Inventory	Follett Educational Corp. 1010 W. Washington Blvd. Chicago, Illinois 60607
Gates-MacGinitie Reading Tests	Teachers College Press Columbia University New York, NY
Gates-McKillop Reading Diagnostic Tests	Teachers College Press
Basic Educational Skills Inventory	Select-Ed., Inc. 117 N. Chester Olathe, Kansas 66061
Woodcock Reading Mastery Tests	American Guidance Service
Barbe Reading Skills Check List	

Personality, Interests and Attitudes Tests:

Kuder General Interest Survey	Science Research Assoc., Inc.
Kuder Preference Record-Vocational	Science Research Assoc., Inc.

Minnesota Vocational Interest Inventory (Blue collar oriented)	Psychological Corporation
Mooney Problem Check List	Psychological Corporation
Target Behavior (game)	Select-Ed.

IV. ADJUSTMENTS, ALTERNATIVES AND MODIFICATIONS OF CURRICULUM FOR LEARNING DISABLED YOUTH

At the secondary level, emphasis has traditionally been placed on mastery of content areas to fulfill requirements for graduation. The primary vehicles for learning have been the textbook and lecture. Evaluation of progress has largely been measured by written expression. Due to the learning disabilities students' unique learning characteristics, they require modifications in the way they acquire information and demonstrate what has been learned. In addition, course waivers and course substitutions may need to be considered.

The following provides information on requirements which are generally specified for graduation and options which may be considered for making adjustments in the high school curriculum for learning disabled youth. This includes suggestions for restructuring methods of presentation of material and alternative strategies for evaluation.

A. Requirements for Minimum Secondary Program

1. The Southern Association of Secondary Schools has no specific number of courses or units required for graduation but relies on State Departments of Education to set requirements.
2. State Department of Education in Georgia requirements for graduation from high school include (based on grades 9-12):

English	3 units
Social Studies	3 units
Science	1 unit
Math	1 unit
Math or Science	1 unit
Electives	9 units
Total	18 units

3. Local Boards of Education in the Metropolitan Area consensus of requirements for high school graduation:

Total units earned including grades 8-12	22 units
Total units earned including grades 9-12	18 units

School systems in the Metropolitan Atlanta Area generally require courses from among the following subject areas with the quarter hours or units listed:

Subject	Quarter Hours	School Years or Units
English	75	5
Social Studies	60	4
Science	30	2
Math	30	2
Math or Science	15	1
Physical Education or R.O.T.C.	30	2
Home Economics or Industrial Arts	15	1
Electives	90	6

B. Curriculum Modification for Learning Disabled Students

1. Substitution of courses

a. Give credit for completing an individualized course in English, math, reading, history, science, etc. under the supervision or direction of a regular class teacher, tutor or learning disabilities specialist.

b. Alternative courses such as substituting business math for algebra, vocational basic electronics for physical science, etc.

2. Waivers on courses

a. Course waiver in an area of severe disability and substituting a course in a related area of strength or less severe disability.

b. Comprehensive examination to be taken for course credit.

3. Parallel courses - a regular course paired with any one of the following:
   a. Course individually programmed to fit the needs of the particular student.
   b. Directed study by the regular classroom teacher.
   c. Project centered course perhaps taken outside the immediate school building, i.e. social science project carried out in conjunction with the county department of family and children's services.
4. Alternatives for choice of major already available in many high schools:
   a. Business Education
   b. Occupational Education
   c. General studies program
   d. College preparatory programs
   e. Distributive Education (Work-Study Programs)
5. Joint enrollment with private schools specializing in services for the learning disabled or half-day programs for students unable to tolerate a full-day program.
6. Course credit for experience study programs such as:
   a. Summer job experiences
   b. Summer travel

C. Classroom Modification of Curriculum for Learning Disabled Students to be Implemented by the Learning Disabilities Teacher or the Classroom Teacher

1. Instruction in the classroom
   a. Modification of course requirements by reducing the scope of

material to be covered

b. Adjustments through the use of individualized instruction

(1) Learning packets

(2) Programmed materials

(3) Independent study

(4) Contracting

(5) Competency based instruction

2. Alternatives for testing and evaluation (any one or combination of the following)

a. Objective instead of essay tests

b. Oral instead of written tests

c. Retesting - give same or alternate form

d. Give test with readability level adjusted to student

e. Frequent short testing on short units of material

f. Extra credit projects or bonus questions

g. Projects to demonstrate proficiency in lieu of tests

h. Adjust time factor - give additional time to complete test

i. Cueing by providing additional information, i.e. providing spelling or list of words from which to choose

j. Review and/or narrow the scope of material to be studied for the test

D. Services Provided by the Learning Disabilities Teacher

1. Supplementary to regular classroom programs

a. Tutoring in subject areas

b. Reviewing classroom material

c. Narrowing scope of material to be studied

d. Teaching and retesting on material unseccessfully attempted

by student

e. Breaking test into small component parts and administering

f. Allowing students to take test in resource room

g. Testing students orally

h. Providing necessary spelling required to communicate knowledge in an acceptable form on a test

i. Sequencing material for study

j. Supervising assigned work from academic classes

k. Providing alternative methods of learning such as tapes, recorders, language master, typewriter, maps, dictionaries, concrete examples and models

l. Available to student on a crisis basis - arranging for student to come to learning disabilities teacher when he needs assistance within regular class work.

2. In addition to supplementing the regular class program:

a. Teaching study skills necessary for school success

b. Remediating basic skills such as math or reading

c. Further developing learning strengths of the student

d. Prescriptive teaching for credit

e. Teaching social skills necessary for school success

3. Provides recommendations for modification strategies within the regular classroom

a. Lighten academic load

b. Flexible grading which reflects individual student's strengths

c. Help develop more realistic expectations in view of specific disabilities

d. Suggest extra credit projects and reports

e. Suggest further diagnostic evaluation such as those given by psychological services, counselors, or the learning disabilities teacher

f. Suggest outside or inschool tutors

g. Facilitate a buddy system for supportive purposes

h. Recommend non-frustration level where teaching ability grouping exists

E. Maximum Involvement to be Expected by the Learning Disabilities Teacher

1. Approximately fifteen students in grades eight through twelve inclusively in a resource room with an ideal limit of four in the resource room at any given time. Case loads may depend on the following variables:

   a. Materials available to the learning disabilities teacher

   b. Homogeniety of students' problems

   c. Relative age and maturity of the students

   d. Behavior of students

   e. Desire and interest of students in a particular grouping

2. Consultation with teachers having the identified students in their classes.

3. Assist in planning for continuous services for learning disabled youth throughout the high school years if needed.

V. INTERRELATIONSHIP OF LEARNING DISABILITY SPECIALISTS WITH OTHER SCHOOL PERSONNEL

An unwritten rule for the success of any special program within a school is a working relationship among the specialists and between the specialists and other faculty members. This working relationship among educators does not normally just "happen" when school personnel are placed in a building as teachers. The framework and on-going procedures for a workable secondary learning disabilities program must initially be established and implemented by the specialists, the counselors, the teachers and the administrators.

The following outline suggests information considered to be helpful as a guideline for establishment of an effective communication system among those involved in developing programs for learning disabled students at the secondary level.

A. Interrelationship of Administrators, Counselors, and Other Specialists

All administrators, counselors, and special education personnel need to meet before the school year begins to familiarize each other with the roles they will be filling. During this organization period each specialist should explain his program and should exchange means of integrating all the special services provided in the school.

1. Interrelationship of administrator and learning disabilities specialist

    a. Information to be provided by the learning disabilities specialist:

(1) Description of special program

(2) Purpose of the program

(3) Referral system

(4) Student population involved

(5) Duties and responsibilities of specialist

b. Commitment of the administrator

(1) Desire for the benefits of the program

(2) Support of the learning disabilities program

(3) Assistance in procuring resources

(4) Support for alternative program decisions for individual students among all school staff involved

2. Interrelationship of counselors and the learning disabilities specialist

a. Responsibilities of learning disabilities specialist

(1) Give explanation of the program

(2) Provide information to meet specific needs of individual students for consideration in scheduling

b. Responsibilities of the counselor

(1) Hand scheduling of students to meet their special needs

(2) Solicit services for vocational and personal counseling of students

c. Joint responsibilities of the counselor and learning disabilities specialist

(1) Processing referrals

(2) Obtaining parental permission for testing and placement

(3) Sharing all pertinent information about the students

(4) Conferencing with parents and teachers

3. Interrelationship of other specialists and the learning disabilities specialist

   a. Sharing information, special expertise, materials and other resources

   b. Joint staffing of individual students when indicated

   c. Continuous analysis of programming efforts for increasing the effectiveness of services for students and teachers

B. Interrelationship of Subject Area Teachers and Learning Disabilities Specialists

1. Learning disabilities specialist's responsibilities to subject area teachers

   a. Inservice for faculty including verbal and written explanation of the learning disabilities program

      (1) Purpose of program

      (2) Characteristics of students served by the program

      (3) Referral procedures

      (4) Duties and responsibilities of learning disabilities specialist

      (5) Identification and referral of students for the learning disabilities program by subject area teachers

   b. Inservice for individual departments

      (1) Identification of manifestations of learning disabilities in a content area

      (2) Possible modifications of content requirements and testing procedures

      (3) Suggested teaching procedure

c. Open communication with subject area teachers

(1) Available for conferences

(2) Explanation of students' strengths and weaknesses

(3) Share suggestions for learning strategies

(4) Share information regarding progress of students

(5) Respects subject area teacher's methods and assignments

2. Subject area teacher responsibilities to learning disabilities specialist

a. Explain subject area goals

b. Provide list of instructional materials used

c. Provide schedule of assignments, tests and projects on request

d. Share student's progress regularly

C. Public Relations Responsibilities of the Learning Disabilities Specialist

1. Learning disabilities specialist aids and supplements administrative program and remains an integral part of the school faculty--does not function as an isolated unit

a. Takes on extra duties equal to those of subject area teachers

b. Maintains positive attitude toward helping teachers individualize instruction

2. Provides information on learning disabilities program to school and community agencies through presentations to such organizations as Parent Teacher Student Associations, Civic Clubs, etc.

VI. INSERVICE EDUCATION PROGRAM ON LEARNING DISABILITIES FOR SECONDARY TEACHERS

Inservice education for the high school faculty on the "what" and "how" of learning disabilities is the responsibility of the secondary learning disability specialist. This is a most essential element of any learning disability program planned at the secondary level since the majority of adaptation and modification of the curriculum will need to be accomplished by the subject area teachers. This section details an introductory inservice program on the problems of learning disabilities and highlights the need for curriculum adaptation and modification for the learning disabled adolescent. It is suggested that any inservice program provided for the faculty be scheduled during prime time, that is, during normal school hours, during preplanning week or on a special date set aside for this purpose.

An Introductory Inservice Program

Any inservice program should have a component which focuses the participant on the topic discussed. The nearer this focus comes to the experiences of the participants the more likely they are to attend. The focus should then be on the student who is experiencing a learning disability. A film, tape, or demonstration of a student with a learning disability and the assistance given would be an appropriate introduction. The following media are suggested for use in beginning this introductory inservice program. Only one of the following need to be used for focusing the inservice session.

Film: "If a Boy Can't Learn" - 28 minutes (color)
Rental fee $10 available through GACLD
P.O. Box 29492
Atlanta, GA 30329
Phone (404) 633-1236
This film is a presentation of the diagnosis, remediation, and inner turmoil experienced by a seventeen year old high school boy, Mike, as related by his teacher.

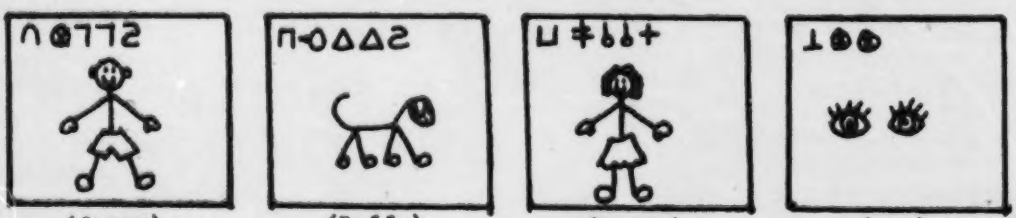
Tape: "Phil" - 15 minutes
Purchase price $5.50, available through GACLD (see above).
This tape is a moving reflection by an LD high school senior boy on what has happened to him and what other people can do to help the LD individual.

The second portion of the inservice program should involve the participants in simulating the experience of having a learning disability. Examples are provided below as suggested activities to be presented. These activities provide experiences in learning new symbols and in following the directions of instruction.

Example #1 - The Process of Learning a Symbolic System

The following is an example of how to involve inservice participants in understanding the dilemma of an individual with a learning disability.

Step 1. The following four words are to be taught as sight words with the new set of coding symbols above each picture. (This may be done through use of overlays with a larger group.)



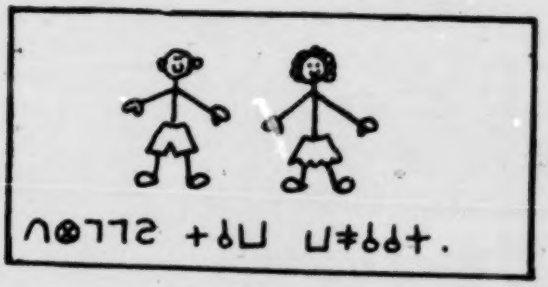
(Jerry) (Buffy) (Donna) (see)

(The words below the pictures are for the use of the instructor only.)

Step 2. After the four sight words have been learned, the following

sentences are to be introduced sequentially. Words other than the sight words are to be decoded by using picture and/or context clues.

(I)



Call on a volunteer to read: "Jerry and Donna."

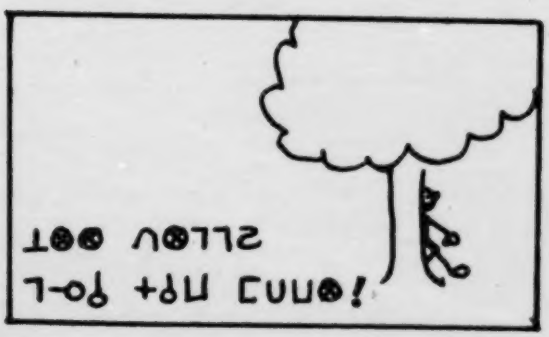
(II)

: "See Jerry."

(III)

: "See Jerry run."

(IV)



: "See Jerry run and hide!"

(V)

: "See Jerry hide from Donna."

(VI)

: "See Jerry hide from Donna and Buffy."

Step #3. Present all words individually (either on tagboard or overhead transparencies) and ask that participants identify each word from sight without benefit of picture clues.

Step #4. Suggested comments for leader in evaluating this experience: "How did you get along? Are you able to recognize on sight the word symbols presented? No? They've been repeated at least three times. Surely you're not going to admit you're mentally slow! You're not, of all things, a remedial case, are you?"

This little exercise was not invented to prove that you are a slow learner or less intelligent than a first grade boy or girl. Its sole purpose is to show you that you need more help than mere repetition of words can possibly give you.

"Yes, what you need is a little more help--the same kind that a learning disabled student needs if we are not to frustrate needlessly the acquisition of information."

Additional lessons may be developed from the following book:

Primer for Parents by Paul McKee. Introduced by William K. Durr. Orders for 50 or more 10¢. Available through:

Houghton Mifflin Company
666 Miami Circle
Atlanta, Georgia 30324

This paperback book has a primer format which substitutes abstract symbols for letters to give adults a first hand experience in the initial frustration involved in learning to read.

Example #2 - Following Directions

The example below relates to following directions and how an individual may become extremely anxious in doing the task because of the instructions given, or the literal translation of the directions.

To carry out this activity, the attached worksheet should be duplicated and a copy given to each participant. The leader should first read the directions for this activity to the participants. Next, appropriate questions relating to the items on the worksheet should be asked. After completing the six questions, the leader should give the correct answer to each question (the answers are in parentheses under each question).

DIRECTIONS: (To be given before starting)

"As we work on this task sheet, I will give the problem one time and one time only. I will not repeat any part of them nor will I answer any questions until we have completed the sheet. Please listen carefully. Please do your own work and do not talk to your neighbor."

QUESTIONS:

1. "This is a picture of what?"
   (Either "mouse" or "man" is correct)

2. "This line represents an "i". Put a dot on the "i".
   (The dot must be <u>on</u> the "i", not over it.)

3. "The bus you are driving has 50 passengers. At the first stop 6 get off; at the second stop 4 get off; at the third stop 3 get off; at the fourth stop 2 get off. What is the age of the bus driver?"
   (You are the bus driver, so give your age.)

4. "A papa bull, a mama bull and a baby bull were out in the field one day. The baby bull got hurt and started crying. To whom would he go for comfort--the papa bull or the mama bull?"
   (There is no such thing as a mama bull.)

5. "A plane is on its way to the United States from Mexico. There are an equal number of passengers from each country on it. The plane is hijacked and crashes into a river that runs directly between the two countries. Where would the survivors be buried?"
   (Survivors are not buried.)

6. "Name two coins the total of which will give me 55¢. One cannot be a 50¢ piece nor a half dollar."
   (The other can.)

7. "Grade yourself: We used a plus or minus as a grading system with the idea in mind that learning may well be a plus or minus experience for children--just as listening tasks became a plus or minus experience for you."

WORKSHEET FOR EXAMPLE #2

(1) _____

---

(2) |

(3)
6
4
3
2
—

---

(4) PB
MB
BB _____

(5) U.S. _____
Mexico _____

---

(6) Coins _____
_____

(7) Grade yourself with a plus or a minus as a listener _____

Adapted from material by Joyce Kohfeldt, 1971 - San Francisco Unified School District

Finally, the introductory inservice program should provide the participants with information on the services offered at the school and district level for students with learning disabilities and how these services may be acquired. At this time, referral forms may be explained as well as the type of assistance the learning disability specialist can provide. It is important to emphasize the necessity for the treatment of a student with a learning disability as a team effort. (A written outline of characteristics of students served in the program and referral forms and procedures may be handed out at this time for later use by the teachers. The information on characteristics may be found in section II of this document.)

A Note to the Inservice Leader

Following the inservice session you should seek feedback on the strengths and weaknesses of the presentation. This will provide you with the clues as to what is good and bad with the presentation and give some indication as to how it might be improved the next time this program is used. In addition, you should seek suggestions from the participants as to what they feel are their greatest needs in understanding and programming for the adolescent with a learning disability. A suggested evaluation or feedback form is attached to this document for your use.

As a followup to this inservice session you may find it helpful in changing attitudes of teachers to provide them with short articles or statements on the learning disabled student. The following book has a number of items that may be distributed to the faculty:

Woodward, D. and Biondo, N. Living Around the Now Child. Columbus, Ohio: Charles E. Merrill Publishers, 1972.

A delightful presentation of the characteristics of the LD child in poetry form as described from the parent's, teacher's, and child's point of view.

INSERVICE EVALUATION FORM

Please provide an evaluation of this session and give suggestions on how it might be improved. Also, provide suggestions for topics or problems you would like to have covered in future inservice programs dealing with learning disabilities.

1. What subject do you teach? _____
2. Was this inservice session helpful to you? YES NO
3. What information was most helpful?

4. What information was least helpful?

5. What suggestions do you have for improving this inservice session?

6. What type of future inservice programs would you like?